

Welcome to the Mentor Michigan Census Wave I Questions

Mentor Michigan defines mentoring as a structured and trusting relationship that brings young people together with caring volunteers who offer guidance, support, and encouragement aimed at developing the competence and character of the mentee. These relationships are organized and supervised by organizations that link mentors with mentees, screen and train the mentor, and support the mentoring relationships. The ratio of mentors to mentees is no more than 1 to 4.

Does your organization provide mentoring services (as defined by the definition above)?

YES CONTINUE

NO TERMINATE---Thank you but this survey is intended only for mentoring programs.

Only one person per *mentoring program* should complete this survey. By mentoring program, we mean the organization and people that directly recruit, screen and train mentors and supervise and evaluate relationships with young people under the age of 25. In some cases this may be the Executive Director of an organization. In others, it may be a Program Director, Program Coordinator or many other possible titles.

For state-wide, national or international organizations, the person responsible for *the local* program should complete this survey. For example, the 4H clubs have a statewide organization, but the mentoring programs are operated at the county level at several different locations. Each county level program person operating one or more mentoring programs should complete this survey for each mentoring program they operate.

+1.	How m	anv	mentoring	programs	does	vour o	rganization	operate?
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- □ One (GO TO Q. #2)
- □ More than One (GO TO "Section B")

+2. What is the name of your mentoring *program*?

GO TO Q. #3

Section B.

Note: We ask that you complete this survey once for each distinct mentoring program your organization operates. Programs are distinct if they meet one of the three following criteria:

- 1. Focus on serving different target populations (for example, elementary school children compared to high school children).
- 2. Provide the mentoring service by different type of mentoring (for example, oneon-one compared to group mentoring).
- 3. Focus on addressing substantially different issues (for example, improving school attendance compared to addressing delinquent behavior).

If you are still unsure after reviewing these criteria, follow this simple rule -- make sure that you report in such a way that every mentor and mentee your organization supervised is counted, but counted only once.

B1. How many distinct (different target audience, type of mentoring or type of issues addressed) mentoring programs does your organization operate at your local level?

- One (GO TO Q. #2)
- □ Two
- □ Three
- Four
- □ Five
- □ Six
- Seven
- Eight or more

B2. Please list by name each of the mentoring programs your local organization operates.

Contact Person:
*4. Contact Name
Contact Organization:
*5. Address: *6. City: *7. State: *8. Zip: *9. Phone: *10. Fax: *11. Email:
* 12. Type of organization: School Nonprofit Faith-based Organization Business Government Higher Education Institute Other (please specify): *13. Type of mentoring program: School-based Community-based Business Faith-based Other (please specify):
*14. Type of mentoring matches: (Please mark all that apply.)
One-to-One (one adult to one young person) Croup Mentering (one adult to up to four young people)
Group Mentoring (one adult to up to four young people)
 Peer Mentoring (caring youth mentoring other young people) Team Mentoring (a group of adults working with a group of young people with a ratio of no more than four young people to one adult)
□ E-Mentoring (mentoring via email or use of the Internet)
□ Other (please specify):

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*15. Counties served:
*16. Cities served:
Section II Program Profile
The following section asks questions about the mentoring program within your organization.
+ 17. From January 1, 2004 through August 31, 2004, how many youth have been served by your mentoring program (including those still currently being served)?
Total mentees served Don't know
+18. Of these, how many mentees are served by each mentoring type listed below? (Note: Some programs may use multiple types of mentoring to serve an individual child. Please respond based on the <u>primary</u> type of mentoring employed.)
Please enter the exact number for each category below.
One adult to one child One adult to a group of no more than four children One peer mentor to one child A team of mentors with a group of children with a ratio of no more than 1 adult to 4 children One to one E-mentoring □ Don't know
Total should add to number in Q. #17.

+ 19. Has the total number of matches (of all types) increased or decreased compared to approximately one year ago, August 31, 2003?				
 Increased by how many? Decreasedby how many? No change Don't know 				
+ 20. What is this program's <u>minimum</u> time requirement for length (duration) of the mentor/mentee match?				
 No minimum 1-2 Months 3-5 Months 6-8 Months 9-11 Months 12 Months More than 12 months but less than 2 years More than 2 years but less than 5 years More than five years Don't know 				
+21. What is this program's <u>average</u> time (duration) for a mentor/mentee match? 1-2 Months 3-5 Months 6-8 Months 9-11 Months 12 Months More than 12 months but less than 2 years More than 2 years but less than 5 years More than five years Don't know				
+22. What is your program's <u>minimum</u> time per week required for a mentor and mentee to be together?				
 No minimum One hour per week Two hours per week Three hours per week Four hours per week Five hours per week Six hours per week More than six hours per week 				

Don't know

+23. Prior to being matched with a child, how many hours of in-person (face to face as contrasted with training by phone or sending of newsletters or other printed materials) training are required for mentors working on this mentoring program?

None
Less than 1 hour
1 – 2 hours
2 – 4 hours
4 – 6 hours
6 – 8 hours
10 or more hours
Other (please specify):
Don't know

There are generally two types of evaluation: process evaluation and outcome evaluation. Process evaluation (sometimes called formative evaluation) typically focuses on documenting the program with information such as the number of children served, type of service provided, demographics, and other characteristics of the mentors and youth served. Outcome evaluation (sometimes called impact evaluation) attempts to measure the consequences or impact of the evaluation on the children: things like improved academic performance or reducing problem behavior.

+24. Is your program conducting a <u>process</u> evaluation of this mentoring program?

_	Van being conducted by an external paragraph or argonization
	Yes, being conducted by an external person or organization
	Yes, being conducted by internal staff
	Yes, being conducted by board member(s)
	Yes, being conducted by a combination of the above
	No
	Don't know

+25. Is your program conducting an <u>outcome</u> evaluation of this mentoring program?

Yes, being conducted by an external person or organization
Yes, being conducted by internal staff
Yes, being conducted by board member(s)
Yes, being conducted by a combination of the above
No
Don't know

Section III Organizational Profile

The following section asks questions about your organization.

Note: In this section, we want to gather information about the organization that houses your mentoring program. For some programs, this may be a school district, a non-profit organization that provides many types of services in addition to mentoring, or a business or other umbrella organization.

For international, national or statewide organizations, we want you to report on the local or regional organization. For example, if you are part of Big Brothers/Big Sisters, report on your regional organization (i.e. Big Brothers/Big Sisters of Southeast Michigan).

^ 26.	Does	vour or	ganization	have a	mission	statement?
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- □ Yes
- □ No
- Don't know

^27. Which of the following statements best describes how mentoring fits into your organization?

- Mentoring is our organization's primary purpose.
- Mentoring is a major part of our organization, but not primary.
- Mentoring is only one of several program components of our organization.
- Mentoring is a small part of our organization's activities.
- Don't know

+28. What is your organization's annual operating budget for this mentoring program?

- **0-\$5,000**
- **\$5,001-10,000**
- **\$10,001-25,000**
- **\$25,001-50,000**
- **\$50,001-100,000**
- **\$100,001-200,000**
- **\$200,001-300,000**
- **300,001-400,000**
- **\$400,001-500,000**
- More than \$500,000
- Don't know

^29. What percentage of your total budget for this mentoring program comes from each of the following sources?

<u>Government</u>				
Federal Government%				
ate Government%				
County Government%				
Municipal Government%				
Tribal/Sovereign Government%				
Schools Local School Districts% Intermediate School Districts% Higher Education Institutions%				
Other				
Private Foundations%				
Community Foundations% Corporations/Business%				
Faith-based Contributions%				
Private Individuals' Contributions% United Way%				
Any Other Source%				
,				
Total must add to 100%.				
^ 30. How many full-time paid employees does your organization employ?				
Write the exact number				
□ Don't know				
+31. How many of these full-time employees work on this mentoring program?				
Write the exact number				
□ Don't know				
^ 32. How many part-time paid employees does your organization employ?				
Write the exact number Don't know				

+ 33. How many of these part-time employees work on this mentoring program?
Write the exact number Don't know
+34. How many volunteers does your organization use, including mentors?
Write the exact number Don't know
+ 35. How long has your organization been operating this mentoring program?
 One year or less More than one year but less than two years Two to three years Three to five years Five to ten years More than ten years Don't know
^36. Does your organization have a Board of Directors?
□ Yes □ No
^37. How involved is your Board of Directors in program planning for your mentoring program?
 Very involved Somewhat involved Not very involved Not at all involved Don't know
^38. How involved is your Board of Directors in fundraising for your mentoring program?
 Very Involved Somewhat involved Not very involved Not at all involved

	Don't know
^3	9. How involved is your Board of Directors in recruiting volunteer mentors?
	Very involved Somewhat involved Not very involved Not at all involved Don't know
	40. Are your board members required to make a financial contribution to your ganization?
	Yes No Don't know
	1. With which of the following program functions would you like more support om your Board of Directors? (Mark all that apply.)
	Program Planning Program Evaluation Fundraising Mentor Recruitment Mentor Screening Mentor Training Match Supervision Other (please specify): None
	2. Please review the list below and mark all the types of organizations with nich you partner or collaborate on this mentoring program. (Mark all that apply.)
	Business Faith-based Organizations Non-Profits Other mentoring programs Local School Districts Intermediate School Districts Community Colleges Private Colleges State Universities

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 Volunteer Centers Service Clubs Other (please specify):			
Section IV Mentor Profile			
+ 43. From January 1, 2004 through August 31, 2004, how many mentors have been active in your mentoring program (including those still active)?			
Write the exact number Don't know			
+ 44. Currently, how many mentors are on waiting lists to be matched with an appropriate mentee?			
Write the exact number Don't know			
+45. Of the mentors you engaged in your program this year (January 1, 2004 through August 31, 2004) how many are male and how many are female?			
Write the exact number of male mentors Write the exact number of female mentors Don't know			
Total must match number input in Q. 43.			
+46. Of the mentors you engaged in your program this year (January 1, 2004 through August 31, 2004) how many are in each of the following age groups? Please write the exact number for each age group.			
Under the age of 18 18-25 25-55 55-65 65 years old or older Don't know			
Total must match number input in Q. #43.			

+47. Of the mentors you engaged in your program this year (January 1, 2004

through August 31, 2004) how many are in each of the following race/ethnic categories? Please write the exact number for each race/ethnic category group.
Caucasian African-American Hispanic Native American Arab-American Other (please specify): □ Don't know Total must match number input in Q. #43.
+48. Please review each of the following screening dimensions. Check each that your program requires as part of your mentor screening process. (Check all that apply.)
 Criminal background check Sex offender registry Child Abuse registry Driving record/license Personal character references Employment references Credit check Written application Personal interview None of the above
+49. From January 1, 2004 through August 31, 2004 how many <u>inquiries</u> (requests for more information) have you received about becoming a mentor with your program?
Write exact number Don't know
+50. From January 1, 2004, through August 31, 2004 how many new <u>written</u> <u>applications</u> have you received from individuals wanting to become mentors with your program?
Write exact number Don't require written applications

+51. Of the current total of mentors working with your program, how many mentoring in their first, second, third, fourth or fifth years (either the same additional, or a new child)?	
First year Second year Third year Fourth year Fifth year More than five years □ Don't know	
Total must add to total in Q. #43.	
+52. How many mentors in this program are mentoring their first, second, fourth, or fifth child?	third,
 First child Second child Third child Fourth child Fifth child More than five children mentored Don't know 	
Total must add to total in Q. #43.	
+53. Please rank (with a 1, 2 or 3) the three <u>most effective</u> referral sources mentors coming into this mentoring program.	for new
Referrals from existing mentors Business-based recruitment Faith-based recruitment College/University-based recruitment Billboard ads Print ads Print Public Service Announcements (PSAs) Radio Public Service Announcements (PSAs) TV Public Service Announcements (PSAs) Referrals from Volunteer Centers	

□ Don't know

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 Service Clubs (eg. Optimists Club) Recruitment Fairs (tables set up at events) Media coverage Other Public Relations efforts Other (please specify): Don't know
Section V
Mentee Profile
+54. What is the population your mentoring program serves? (Please mark all that apply.)
 Females Only Males Only Females and Males Youth in-school programs Youth needing academic tutoring Foster care youth Children of incarcerated parents Youth in the juvenile justice system Youth in a substance abuse program Youth with disabilities Teen parents Other, please specify:
+ 55. Currently, how many mentees are on waiting lists to be matched with an appropriate mentor?
Write exact number Don't know
+56. Of the youth you have engaged in your program this year (January 1, 2004 through August 31, 2004), how many are male and female?
Male Female □ Don't know

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Total must match number entered in Q. #17.

through August 31, 2004), how many of fit each age category below?
Less than five years old Six to eleven years old Twelve to fourteen years old Fifteen to eighteen years old Eighteen to twenty-one years old Twenty-one to twenty five years old Twenty-five years old or older Don't know
Total must match number entered in Q. #17.
+58. Of the youth you have engaged in your program this year (January 1, 2004 through August 31, 2004), how many are in each of the following race/ethnic categories? Please write the exact number for each race/ethnic group.
Caucasian African-American Hispanic Native American Arab-American Other Please specify □ Don't know Total must match number input in Q. #17.
+59. Please rank (with a 1, 2 and 3) the three <u>most important</u> skills or issues your mentoring program is addressing.
School performance School attendance School retention (drop-out prevention) School behavior Youth emotional growth Youth social skills Job readiness Job skills Career choice Criminal behavior Developmental assets Other (please specify):